

Dixie “Good To Excellent”

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
Teacher planning has minimal to no connections to Core Content, KY Program of Studies, and/or other standards-based curricula.	Teacher planning reflects some connections to Core Content, KY Program of Studies, and/or other standards-based curricula.	Teacher planning frequently reflects connections to Core Content, KY Program of Studies, and/or other standards-based curricula.	Teacher planning consistently reflects connections to Core Content, KY Program of Studies, and/or other standards-based curricula. Connections provide opportunity for students to deepen their knowledge of core concepts.	Teacher planning always reflects connections to Core Content, KY Program of Studies, and/or other standards-based curricula. Connections are extensive and provide opportunity for students to significantly deepen their knowledge of core concepts.
Teacher goals are not relevant; there is a low expectation of student achievement.	Teacher goals sometimes demonstrate relevant learning and conceptual understanding for students.	Teacher goals frequently demonstrate relevant learning and conceptual understanding for students.	Teacher goals consistently demonstrate relevant learning and conceptual understanding for students. All goals are aligned with Core Content and DOK (Depth of Knowledge).	Teacher goals always demonstrate relevant learning and establish high expectations and conceptual understanding for ALL students. All goals are aligned with Core Content and DOK.
Teacher goals are unclear, are stated as activities, and cannot be measured by authentic assessment practices.	Teacher goals are sometimes clear and include a combination of goals and activities, some of which cannot be measured by authentic assessment practices.	Teacher goals are frequently clear, written in the form of student learning outcomes, and can be measured by authentic assessment practices.	Teacher goals are consistently clear, written in a form of student learning outcomes, and measured by authentic assessment practices.	Teacher goals are always clear, written in the form of student learning outcomes, and measured by authentic assessment practices. Teacher serves as a model for colleagues.
Teacher never uses smartboard.	Teacher rarely uses smartboard with little to no concept integration.	Teacher uses smartboard about twice a week. With some concept integration.	Teacher is progressing on use of the smartboard.	Teacher is using smartboard effectively weekly with concept integration of curriculum.
Teacher allows sleeping to avoid confrontation and because lesson is not engaging.	Teacher has some students sleeping, but does wake them to re-engage in activities.	Teacher rarely allows sleeping in class.	Teacher never allows sleeping in class.	Teacher is so engaging that students sleeping are never an issue.

Unsatisfactory	Beginning	Developing	Proficient	Exemplary
<p>Teacher never uses all best practice strategies with video clips each time a film is shown.</p> <ul style="list-style-type: none"> • Teacher discusses video before, during, after and with Core Content connections. • Teacher uses guiding worksheets, questions, to generate thought. • Films are used in short bursts and never throughout entire film. 	<p>Teacher rarely uses all best practice strategies with video clips each time a film is shown.</p> <ul style="list-style-type: none"> • Teacher discusses video before, during, after and with Core Content connections. • Teacher uses guiding worksheets, questions, to generate thought. • Films are used in short bursts and never throughout entire film. 	<p>Teacher occasionally uses all best practice strategies with video clips each time a film is shown.</p> <ul style="list-style-type: none"> • Teacher discusses video before, during, after and with Core Content connections. • Teacher uses guiding worksheets, questions, to generate thought. • Films are used in short bursts and never throughout entire film. 	<p>Teacher typically uses all best practice strategies with video clips each time a film is shown.</p> <ul style="list-style-type: none"> • Teacher discusses video before, during, after and with Core Content connections. • Teacher uses guiding worksheets, questions, to generate thought. • Films are used in short bursts and never throughout entire film. 	<p>Teacher always uses all best practice strategies with video clips each time a film is shown.</p> <ul style="list-style-type: none"> • Teacher discusses video before, during, after and with Core Content connections. • Teacher uses guiding worksheets, questions, to generate thought. • Films are used in short bursts and never throughout entire film.
<p>Teacher makes no attempt or poor attempts at connecting SOS in their classes.</p>	<p>Teacher mentions their SOS in classes, but fails to make meaningful connections to instruction.</p>	<p>Teacher attempts to integrate SOS connections on a weekly basis.</p>	<p>Teacher integrates quality SOS connections into classes on a weekly basis.</p>	<p>Teacher integrates quality SOS connections into classes on a daily basis.</p>
<p>Teacher never uses data to improve instruction.</p> <ul style="list-style-type: none"> • Grades/discipline • Data Warehouse (KCCT) • ACT/CATS/Grade/G made 	<p>Teacher few forms of data available to assess student performance and improve instruction.</p> <ul style="list-style-type: none"> • Grades/discipline • Data Warehouse (KCCT) • ACT/CATS/Grade/G made 	<p>Teacher some forms of data available to assess student performance and improve instruction.</p> <ul style="list-style-type: none"> • Grades/discipline • Data Warehouse (KCCT) • ACT/CATS/Grade/G made 	<p>Teacher use most forms of data available to assess student performance and improve instruction.</p> <ul style="list-style-type: none"> • Grades/discipline • Data Warehouse (KCCT) • ACT/CATS/Grade/G made 	<p>Teacher uses all forms of data available to assess student performance and improve instruction.</p> <ul style="list-style-type: none"> • Grades/discipline • Data Warehouse (KCCT) • ACT/CATS/Grade/G made